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Pedagogies of Partnership in Research-engaged Teaching

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Outline of this presentation

- ▶ Context and background
- ▶ Research engaged teaching at Lincoln - 'Student as producer'
- ▶ Underpinning models and ideas
- ▶ Why engage students in research?
- ▶ Our approach to engaging students in research
- ▶ Student engagement beyond the curriculum at Lincoln
- ▶ ... and the work goes on!

University of Lincoln



North East England

Students:- 10,525 undergraduate, 2,180 postgraduate

Staff:- 945 academic, 710 non-academic

First opened in 1996

2014/15 HESA data

www.lincoln.ac.uk



'Student as Producer' at the University of Lincoln

- ▶ Developed and initially led by Professor Mike Neary, building on his work at the University of Warwick;
- ▶ In 2006 - linking teaching and research was included in Higher Education Funding Council for England's national strategic priorities for learning and teaching (HEFCE, 2006);
- ▶ Initial work at Lincoln started in 2007, supported by the Higher Education Academy National Teaching Fellowship project 2010-2013, now embedded through everything we do!

What is 'Student as Producer'?

- ▶ It connects the relationship between research and teaching; research-engaged learning and teaching as a central principle for curriculum design and delivery;
- ▶ Students learn through active engagement in research processes and outcomes, rather than being passive consumers of information (Neary and Winn, 2009);

Research-engaged learning and teaching is

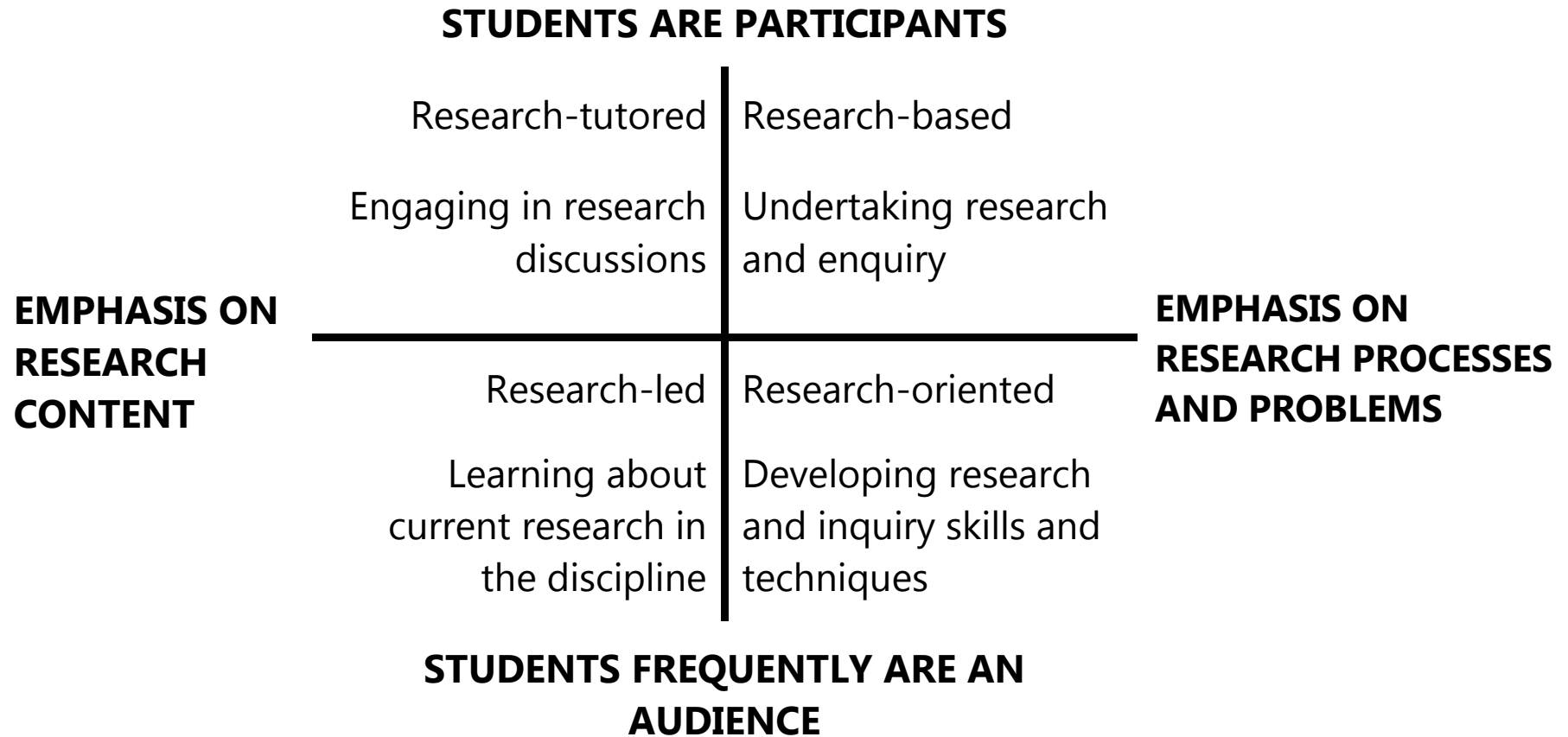
*'a **fundamental principle** of curriculum design whereby students learn primarily by **engagement in real research** projects, or projects which replicate the process of research in their discipline. Engagement is created through **active collaboration amongst and between students and academics**'.*

An **institution-wide** long-term change strategy - research engaged learning and teaching is the dominant paradigm for all aspects of curriculum design and delivery and the central pedagogic principle.

Embedded in

- pedagogic practices;
- All aspects of the curriculum
- Teacher education programmes;
- Quality assurance processes such as new programme validations and academic reviews.

The nature of student research and inquiry



(Healey and Jenkins, 2009, p.7)

How do students benefit from research-engaged learning and teaching?

- Learning is not a one-way process; working collaboratively to discover or critique knowledge produces helpful educational and wider learning outcomes for students
 - Impact occurs in different ways, at different points in the student's HE journey
 - Meaningful student engagement can impact on students' development of skills and attributes that will support their futures beyond graduation
- ✓ Increasing confidence
 - ✓ Valuing and understanding of social contribution and responsibility
 - ✓ Building a sense of identity, belonging and community
 - ✓ Networking, communication and relationship building
 - ✓ Furthering 'learning to learn' skills
 - ✓ Developing motivation, engagement and enthusiasm

(Crawford et al, 2015)

Principles of partnership in learning and teaching at Lincoln

Discovery	Students learn through their own research and inquiry rather than through traditional models of knowledge transmission
Collaboration	Learning is more productive when it is collaborative rather than individual, so students work together to develop knowledge and understanding. Collaboration also occurs between students and staff, with students seen as partners in the production of knowledge and in the life of the University
Engagement	Students become engaged in their discipline through discovery-mode learning, developing their identity as a member of a disciplinary community. Students are also engaged in every aspect of the life of the University
Production	Students are producers of knowledge rather than consumers of education. The curriculum focuses on learning outputs as well as on the achievement of learning outcomes

Crawford et al, 2015, p.45

Enabling features of Student as Producer

- ▶ Pedagogy/curriculum
- ▶ Technology
- ▶ Space
- ▶ Assessment
- ▶ Skills
- ▶ Citizenship
- ▶ Resources
- ▶ Employability



Our approach to engaging students in research

- ▶ Collaborative research within and beyond the curriculum;
- ▶ Learning experiences that engage students in real-life research or research-like activities
- ▶ Creating opportunities to share learning and outputs widely
- ▶ Enabling and empowering students to be active partners in the development of their learning experience
- ▶ Creative use of technology to provide effective spaces for engagement and collaboration
- ▶ Encouraging and supporting learning across disciplines

Examples of practices at Lincoln

University-wide schemes

- ▶ UROS (Undergraduate Research Opportunities Scheme)
- ▶ SEED (Student Engagement in Educational Development) funds

Discipline specific examples

- ▶ Biomedical Science
- ▶ History
- ▶ Journalism – Siren FM
- ▶ Media production co-lab
- ▶ Psychology

Examples of University-wide Schemes

UROS (Undergraduate Research Opportunities Scheme)

- ▶ Piloted in 2007 and run every year since
- ▶ Students as paid researchers through bursaries
- ▶ Student-staff partnerships to progress real-life research

(Hagyard and Watling 2012)

SEED (Student Engagement in Educational Development) funds

- ▶ supports the Student as Producer initiative by enabling innovative pedagogical and curriculum enhancement projects
- ▶ Projects demonstrate active collaboration between staff and students

School of Life Sciences

BSc (Hons) Biomedical Science

- Significant levels of lab-based investigation
- Professional body registered programme
- Discover-mode teaching (problem enquiry and research based learning) underpins the curriculum
- Final year research presented as either a thesis, or a scientific journal paper – all contribute to poster conference where students showcase and discuss their work
- Summer research work with academics on professional live projects

School of History and Heritage

BA (Hons) History

- ▶ Curriculum aligned to research interests of staff
- ▶ Promoting the concept as 'student as producer of history'
- ▶ High level of student satisfaction in teaching

Making Digital History - <http://makingdigitalhistory.co.uk>

- ▶ Students create and share resources for teaching history in higher education
- ▶ Partnership promoted through the use of technology – use of open source tool for development of learning objects – group work to research topics and develop online resources

School of English and Journalism

BA (Hons) Journalism - final year module

- ▶ Partnership with community radio station Siren FM <http://www.sirenonline.co.uk/> and BBC local radio station
- ▶ Students work as group of real reporters for a full-day, identify, prioritise and research the news, obtain the information, write the copy, edit the programme and broadcast a one hour news programme, CityVibe, at 5pm
- ▶ Instant formative feedback - the programme is critiqued by staff and, where possible an external expert
- ▶ Summative assessment is by individual portfolio, incorporating work from the programme and reflections.



School of Film and Media

BA (Hons) Media production

- ▶ High levels of student satisfaction
- ▶ Strong relationships with media industry and social enterprises
- ▶ Collaboration embedded in curriculum and teaching
- ▶ Creative use of technology

Co-lab <http://colab.lincoln.ac.uk>

- ▶ Promoting partnership across creative disciplines
- ▶ An example of one student project undertaken through Co-Lab [Short video](#)

School of Psychology

BSc (Hons) Psychology

- ▶ Research-intensive discipline
- ▶ Student participation in peers' studies and tests
- ▶ Student-led and organised final year student research conference
- ▶ Voluntary and paid work as research assistants on academics' research projects
- ▶ Students engaged in pedagogical research, e.g. exploring issues related to assessment feedback sheets
- ▶ Students researching student expectations of engagement <http://fedpsychology2015.blogs.lincoln.ac.uk/>

Student engagement beyond the curriculum at Lincoln

- ▶ Network of student engagement champions in all Schools and Professional Services (40+)
- ▶ A few examples of student engagement schemes;
 - Student recruiters
 - Student reviewers
 - Staff/student insight scheme
 - Highly interactive subject committees (including co-chairing)
 - Students Consulting on Teaching (SCoTs)
 - Peer assisted study and mentoring projects

Next steps at Lincoln ...

Work in progress ...

- ▶ Curriculum co-design through curriculum steering groups
- ▶ Joint reviews of teaching practice (building on 'Students Consulting on Teaching' and 'Peer Review of Practice')
- ▶ Further attention to first year experience and transitions
- ▶ Continuous work to improve, develop and enhance research engaged learning and teaching, and wider student engagement in the University.



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